

# Unit 2 The Colonies in North America

Content Area: **Social Studies**  
Course(s): **Sample Course**  
Time Period: **October**  
Length: **Full Year - Grade 5**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Social Studies Grade5**

**Unit 2: Colonies in North America**

**Belleville Board of Education**

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Board Approved: 7/16/2018

## **Unit Overview**

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In Unit 2, students will investigate Colonies in the Americas, Pilgrims and Puritans in New England, and the French and Dutch in North America. Additionally, students will investigate daily life and slavery in the Colonies as well as The French and Indian War. Students will investigate the lives of Olaudah Equino and Benjamin Franklin and primary sources of The Mayflower Compact.

## **Enduring Understanding**

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**Enduring understandings:**

- Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities.
- Colonization of the Americas had unintended and sometimes devastating consequences.
- When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.
- Europeans and American Indians often had different points of view.
- Environment and location influence where people live and what they do there.
- People adapt and modify the world around them to better suit their needs.
- Trade and technology promote economic growth.
- Varied systems of labor were factors in the prosperity of colonial America.
- As people and nations interact, they shape cultural and political institutions in new ways.

## **Essential Questions**

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### **Essential Questions:**

- Why do people leave their homelands?
- What does it take to build a new society?

## **Exit Skills**

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By the end of Grade 5, Unit 2, the student should be able to:

- \* Define key terms
- \* Interpret a line graph

- \* Analyze how European countries affect settlements of North America
- \* Identify points of views of Separatists
- \* Revisit the bid question
- \* Write informative text

## **New Jersey Student Learning Standards (NJSLS-S)**

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LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

## **Interdisciplinary Connections**

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- \* Metacognition for Social Studies Reading
- \* Comprehension Strategies
- \* Recognizing Text Structure
- \* Building Vocabulary

\* Visual Literacy

## Learning Objectives

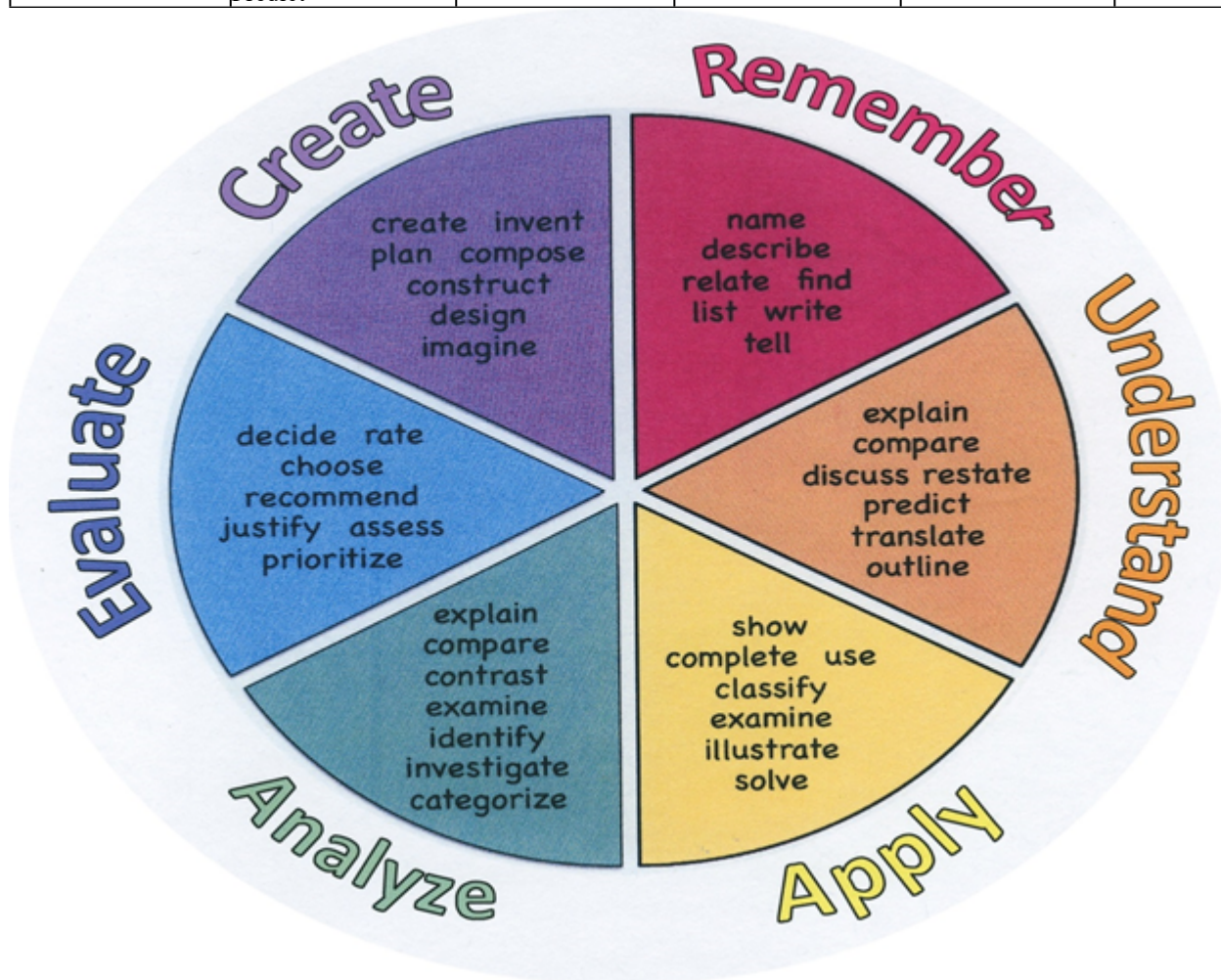
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- \* Use prior knowledge to gain understanding
- \* Establish meaning
- \* Make meaningful connections to personal experience
- \* Utilize prior knowledge to gain understanding
- \* Place key colonies of North America and the people involved in settling them in a chronological sequence and context with each other
- \* Analyze visuals such as maps and timelines to understand meaning
- \* Analyze the relationships between Spanish settlers and American Indians
- \* Understand the effects of the competition between the Europeans countries to settle in North America
- \* Summarize the impact of the encomienda systems in the Spanish settlements
- \* Summarize the sequence of events leading to a permanent settlement in Virginia
- \* Trace the development of representative government in Virginia

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive

Outline Point Quote Recall Recognize Repeat Reproduce	Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Diagram Discriminate Illustrate Outline Point out Separate	Support Test	Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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## Best Practices

### Map & Graph Skills:

- \* Interpret Graphs

### Literacy Skills:

- \* Distinguish Fact from Opinion

- \* Identify Main Idea & Details

### Critical Thinking Skills:

- \* Ask & Answer Questions

### Suggested Activities

- \* Rap About It

- \* Chapter Vocabulary Games

- \* Big Question Inter-activities

- \* Quest Challenges (Project-Based Learning)

\* Field Trip videos

\* Jumpstart Activity

\* Tikatok

### **Evidence of Student Learning - Checking for Understanding (CFU)**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster



- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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My World Interactive 5 Pearson Education 2019

## **Ancillary Resources**

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Penguin's Who Was Series, "Who Was George Washington" and "Who Was Benjamin Franklin"

Internet Resources:

[www.pearsonrealize.com](http://www.pearsonrealize.com)

[www.history.com](http://www.history.com)

[www.stopbully.gov](http://www.stopbully.gov)

[www.edutopia.org](http://www.edutopia.org)

Social Studies Weekly

## **Technology Infusion**

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- \* The activities include a rich variety of video, audio, and interactive experiences for each chapter and lesson.
- \* Online skills interactivities enable children to learn critical thinking skills they need to evaluate online sources for possible bias and reliability
- \* Quest Kick Off, Connections, and Findings all support the inquiry approach to the program with online interactivities. They include research activities during which students can apply their skill in evaluating and analyzing sources.
- \* The Extras tab at the top of some interactivities provides extra support with challenge ideas, vocabulary support, and helpful hints.
- \* Student Edition eText allows students to use their text offline on a mobile device.
- \* For all digital resources go to [www.PearsonSchool.com/SocialStudies](http://www.PearsonSchool.com/SocialStudies)

## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## **Alignment to 21st Century Skills & Technology**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

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### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

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Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:



Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: